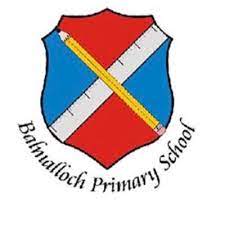
**Primary School & Nursery Class**

**Pupil Improvement Plan**

**2022/23**

responsi**B**ility

gr**A**titude

**BELIEVE IN YOURSELF**

hu**M**ility and forgiveness

persever**A**nce

**L**ove

**ACHIEVE YOUR GOALS**

h**O**nesty and gener**O**sity

compassion and respe**C**t

friends**H**ip & family

**A Place of Enthusiastic Learning and Achievement!**

Our Pupil Voice groups within Balmalloch Primary School and Nursery are –

* Pupil Council
* Rights Respecting Schools Committee
* Digital Leaders
* Young STEM Leaders
* Eco Committee
* Sports Committee
* Reading Schools Committee
* Health and Wellbeing Committee
* DYW Committee
* Fairtrade Committee
* British Council Partnership Schools Committee
* Pupil Representatives

These groups also involve children from Primary 1-7.

We also introduced School Captains, Vice-Captains and Prefects known as our Pupil Representatives during the session 2019/20 to further support Pupil Voice, making a difference to learners’ experiences and opportunities for achievement.

Our Pupil Voice groups create targets that the groups take forward through their work as part of a Pupil Voice group. The children, overseen by the adult responsible for that area, include how they will measure the success in achieving the improvement targets set and identify any resources needed.

**PUPIL VOICE**

Education Scotland state –

“In schools and early learning and childcare (ELC) settings, learner participation is core to a good education. As part of all educational experience, it is young people’s right to have a say in matters that affect them.”

Our pupil voice groups create targets that the groups take forward through their work as part of a Pupil Voice group. The children, overseen by the adult responsible for that area, include how they will measure the success in achieveing the improvement targets set and identify any resources needed.

To ensure that children are given opportunities to share their views and opinions on school improvement, we have recognised the need for a Pupil Improvement Plan that incorporates the views and opinions of our children but also allows them to have an active role within delivering improvement in Balmalloch Primary School & Nursery Class.

**rATIONALE**

**PARENTS/CARERS**

**School improvement planning**

**Has the School Improvement Plan been communicated to the wider parent forum, school community, children and young people, staff and partners?**

**Has a process been set up to regularly review progress of the School Improvement Plan with stakeholders and discuss/measure the impact on outcomes?**

**Is the Standards and Quality report prepared annually for parents to communicate progress on the School Improvement Plan and identify key strengths and areas for improvement?**

**Have you ensured that school improvement and reporting documents are in plain English, easily understandable and in ‘parent-friendly’ language?**

**Involving Parents/Carers**

**‘\* Vision/Aims/Rationale**

**‘\* Improvement Planning and Self-Evaluation**

**‘\* Reviewing Policies**

**‘\* Enhanced Curriculum (e.g.) Volunteers**

**‘\* Short-Life Working Groups (e.g.) Poverty Proofing**

**‘\* Developing the Young Workforce**

**Education Scotland**

**Engaging Parents and Families**

**A Toolkit for Practitioners – School Improvement Planning**

**‘Parents have their own perspectives on school education and what can be done to improve standards and quality. Schools should foster a positive and open ethos which encourages parents to share these perspectives’. (Scottish Schools (Parental Involvement) Act Guidance, 2006.**

**Reflective Statements:**

**The School Improvement Plan has a strategic focus with simplified, clear, streamlined, prioritised approaches along with realistic and achievable timescales that lead to improved outcomes for learners.**

**A range of evidence is used to identify priorities for improvement.**

**Parents and the school community are involved in reviewing progress and identifying priorities as part of the School Improvement Planning process and cycle.**

**Leadership of Change & Leadership of Learning**

**What is School Improvement Planning?**

School Improvement Planning is a process by which members of the school community conducts a thorough evaluation of their school’s educational programming in the previous school year/s and the development of a written school plan that:

* Establishes the starting point for ongoing evaluation of efforts
* Unifies independently organised school improvement efforts from various areas of the total school programme into a single, focused process.

**Partners in Planning for Improvement**

* Start small – the most effective programmes come when adaptions can be made freely. Pupils and parents/carers need time to get used to the formality of the meetings and what is expected of them.
* High quality discussions around school improvement planning are vital.
* Regular meetings allow for more flexibility.
* Keep staff, pupils, parents and partners updated with any progress.

**In Partnership with …**



⚫ Staff ⚫ Pupils ⚫ Parents ⚫ Community

**Improvement questions**

* How do your pupils help to shape and evaluate your school improvement plan?
* How well do you engage parents and partners in identifying/evaluating school priorities?

**Taking Account of…**

* National Improvement Framework for Scottish Education
* How Good Is Our School?, How Good Is Our School – Learners?, How Good Is Our Early Learning and Childcare?
* The Scottish Attainment Challenge

**Pupil Improvement Plan**

**Pupil Voice Group: Young Stem Leaders**

|  |  |  |
| --- | --- | --- |
| **Pupil Voice Improvement Priority** | **Targets** | **Timescale** |
| **To enhance a Digital Pedagogy across all stages of the curriculum this session, developing employability skills and social enterprise to improve outcomes for all learners.** | To develop learners’ higher-order thinking skills by connecting classroom practice to the real world. | June 2023 |
| To review programmes to ensure collaboration, communication, research, problem solving, critical thinking and creativity between STEM disciplines. | June 2023 |
| STEM Week to be introduced termly to cover STEM box planners, Science and Technology areas of CfE. | June 2023 (working on building up to this this year) |
| Review STEM and Science planners across all stages. Adapt and develop where applicable. | March 2023 |
| Provide creative and exciting learning opportunities through partnership working with local agencies. | June 2023 |

**LEAD: MEMBERS:**

|  |  |
| --- | --- |
| **Resources** | STEM Box Planners, YSL Programme |
| **Involvement of Parents/Carers** |  |

|  |  |
| --- | --- |
| **Checkpoint 1 – Term 1** |  |
| **Checkpoint 2 – Term 2** |  |
| **Checkpoint 3 – Term 3** |  |
| **Checkpoint 4 – Term 4** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | August 2022 | September 2022 | October 2022 | November 2022 | December 2022 |
|  | Prepare packs and application forms. Gather interest (P6 only). 5 pupils per class.  Coral – Course on becoming a Tutor Assessor | Select STEM leaders.  Introduction to STEM, careers involving STEM. Self-evaluation complete.  YSL Pupil Voice Display created. | Discover: Lesson and Log  Learning about STEM in the wider world. | STEM Week Planning and working with classes – YSL Christmas Challenge.  Nursery visit organised. | Create: Lesson and Log  YSL to have opportunity to research ways to begin implementing STEM with other classes. |
| January 2023 | February 2023 | March 2023 | April 2023 | May 2023 | June 2023 |
| Inspire: Lesson and Log  Look at box planners to incorporate into IDL for all classes. | STEM Week Planning and working with classes – Valentine’s Theme – Landmarks  Nursery visit organised. | Research of different STEM projects to implement and try.  Survey of staff: use of STEM/Science planners. | Lead: Lesson and Log  YSL to prepare a STEM lesson for a class (in pairs). | YSL to select lesson activity from the year to work in pairs and run workshops for younger children - STEM Fun Day.  Nursery visit organised. | STEM Leadership Log completed and signed off. |

**Appendix 1:**

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

|  |  |  |
| --- | --- | --- |
| **UNCRC** | **HGIOS 4 & HGIOELCC**  **HGIOS LEARNERS** | **National Improvement Framework: priorities and drivers** |
| Article 1 - definition of the child  Article 2 - non-discrimination  Article 3 - best interests of the child  Article 4 - implementation of the Convention  Article 5 - parental guidance and child's evolving capacities  Article 6 - life, survival and development  Article 7 - birth registration, name, nationality, care  Article 8 - protection and preservation of identity  Article 9 - separation from parents  Article 10 - family reunification  Article 11 - abduction and non-return of children  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  Article 19 - protection from violence, abuse and neglect  Article 20 - children unable to live with their family  Article 21 – adoption  Article 22 - refugee children  Article 23 - children with a disability  Article 24 - health and health services  Article 25 - review of treatment in care  Article 26 - social security  Article 27 - adequate standard of living  Article 28 - right to education  Article 29 - goals of education  Article 30 - children from minority or indigenous groups  Article 31 - leisure, play and culture  Article 32 - child labour  Article 33 - drug abuse  Article 34 -sexual exploitation  Article 35 - abduction, sale and trafficking  Article 36 - other forms of exploitation  Article 37 - inhumane treatment and detention  Article 38 - war and armed conflicts  Article 39 - recovery from trauma and reintegration  Article 40 - juvenile justice  Article 41 - respect for higher national standards  Article 42 - knowledge of rights | **HGIOS & HGIOELCC**  1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  1.4: Leadership and management of staff  1.5: Management of resources to promote equity  2.1: Safeguarding and child protection  2.2: Curriculum  2.3: Learning teaching and assessment  2.4: Personalised support  2.5: Family learning  2.6: Transitions  2.7: Partnerships  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability  Specific to HGIOELC  3.2: Securing children’s progress  3.3: Developing creativity and skills for life  **HGIOS – LEARNERES**   * + - Our Relationships     - Our Learning and Teaching     - Our School and Community     - Our Health and Wellbeing     - Our Successes and Achievements | **NIF Priorities**   1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people’s health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy.   **NIF Drivers**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information |